Geography
Item Specifications
Grades 6-8

Table Of Contents

Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. Priority Standards appear in blue through this document.

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. while on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

NOTE: These resources are currently organized by strand: *History: Continuity and Change, Government Systems and Principles, Geographical Study, Economic Concepts, People Groups and Cultures*.

However, when working with these documents for curriculum development, many educators have found organizing the Item Specifications by themes specific to your class specific to be more useful. Other educators have organized these Item Specifications by particular curriculum unit, whether the course is taught thematically, chronologically, aligns with essential questions, follows by an inquiry approach, or is taught in an interdisciplinary manner.

Educators are encouraged to use and re-organize Item Specifications in the ways most productive to their specific goal.

Geography (Grades 6-8) Priority Standards
History: Continuity and Change

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.CC.A

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.
Strand **MLS**	**History: Continuity and Change** Create and use historical maps and timelines in order to represent continuity and change within and among regions over time.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and explain the term region. The student will use historical maps and timelines to examine and then assess what has remained constant, as well as what has changed, given a specific timeframe in the region. In addition, the student will examine and then assess what remained constant, as well as what has changed, given different regions in a specific timeframe. This could include examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources. Given the unit parameters, the student will create maps that depict the chronology.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to local, regional, national, and/or international areas of emphasis, including: • Missouri River valley, from Lewis and Clark to present day • River Valley Civilizations, past and present (Mesopotamia, Yellow River Valley, Indus River Valley, Egypt) • Migratory habits and settlement patterns of cultural groups • Major regions of the world (Middle East, sub-Saharan Africa, etc.) Partner this with world or American history topics as appropriate.	• Which tools of inquiry would help you understand continuity and change in the _____ region? • How do historical maps and timelines help make sense of geographic continuity and change? What evidence do you have to support your response? • Choose a region of study, and using historical maps and timelines, explain what remained constant and what changed. Use evidence to support your response.
Stimulus Materials Maps, timelines, primary sources, before/after visuals, charts, graphs, diagrams, infographics, GIS technology.	

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.CC.B

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.
Strand **MLS**	**History: Continuity and Change** Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will define and explain the term region. Using teacher-provided historical solutions to situations/problems/issues (e.g., dropping an Atomic Bomb in WWII), the student will identify the problem(s) associated with the chosen solution(s) of the time. The student will draw conclusions about historical solutions to problems within and/or among world regions. The student will critique strengths and weaknesses of the solution(s) to make inferences about current issues and predict future courses of action within and/or among world regions (e.g., relationships with modern Japan). This could include examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international areas of emphasis, including: • Domestic and/or foreign policy, relationships, and/or events (e.g., Atom bomb and current relationships with Japan, DMZ and North/South Korea, Vietnam, China-USA, USA-Russia, COVID-19, etc.) • Specific cultural conflicts (e.g., Israel-Palestine, Middle East, The Sahel, Mexican Cartels, etc.) • Specific human-environment interactions (e.g., Three Gorges Dam, Hoover Dam, drilling/mining for natural resources, etc.) Partner this with world or American history topics as appropriate.	• What are the characteristics of a region? • Use a historical example to describe an effective problem-solving process. What evidence do you have that this process works? • How can past problem-solving approaches inform future decisions? Explain your thinking using evidence.

Stimulus Materials	
Current or historical event materials in print and/or electronic formats, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.CC.C

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
	• Develop compelling questions and research geography.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counterclaims to address their questions.
	• Take informed action based on their learning.
Strand	**History: Continuity and Change**
MLS	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue.

Expectation Unwrapped	DOK Ceiling – 3
With assistance throughout the process: The student will identify a contemporary issue. The student will then hypothesize how an aspect of geography is interrelated to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how geography impacts the issue. This could address political, environmental, socioeconomic, and/or cultural issues.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis, including: • Cause-and-effect relationships (natural disaster preparation, response, and recovery, etc.) • Geopolitical conflict and challenges (Sahel, drinking water in Africa, etc.) • Population dynamics (population density in urban India, China, etc.) • Resource management and conservation (oil exploration, transportation, use of resources, etc.) • Sociocultural issues (religious conflict, immigration, migration, etc.) Partner this with world or American history topics as appropriate.	• Which option has the research process steps in the correct order? Why is the order important to a successful project? • Which step is missing from the research process? • You choose a topic of interest to study. What would be your first step to research it? Explain why this would be your first step. • You choose a topic of interest to study. • From the first step to the last step, describe the research process that would help you gather information and cite the evidence to investigate your hypothesis. What is the role of credible sources in this process? Explain your reasoning.
Stimulus Materials	
Current-event materials in print and/or electronic formats, such as newspaper editorials, articles, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, and/or oral history.	

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.CC.D

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.
Strand	**History: Continuity and Change**
MLS	Using an inquiry lens, develop compelling geographic questions, determine helpful resources, and consider multiple points of view represented in the resources.

Expectation Unwrapped	DOK Ceiling – 3
The student will demonstrate curiosity by developing a compelling (open-ended geographic question with no one right answer and of high interest to students). To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems

Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis:
• Examples of compelling questions (C3 Framework by NCSS) may include, but are not limited to:
  o Was it destiny to move west?
  o Did geography greatly affect the development of colonial America?
  o Does a geographic minority have the right to ignore the laws of the geographic majority?
  o How does the geography of _____ region affect the people who live there?
 	
Partner this with world or American history topics as appropriate.
	• Why is it important to investigate multiple perspectives when studying a topic?
	• You are studying _____ (topic). Which question would help you with your research process?
	• You are studying _____ (topic). Which of the following would be helpful resources for your research process?

Stimulus Materials Print and/or electronic format newspaper editorials, articles, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, and/or oral history.	• You are studying _____ (topic). Describe at least two different perspectives you might investigate. • You are studying _____ (topic). Craft at least two compelling questions that would help you with your research. Why would these questions be helpful?

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.CC.E

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
	• Develop compelling questions and research geography.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counterclaims to address their questions.
	• Take informed action based on their learning.
Strand	**History: Continuity and Change**
MLS	Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.

Expectation Unwrapped	**DOK Ceiling** – 4
Considering current geographic issues, the student will identify causes and consequences, noting contradictions and emerging patterns. The student will also analyze obstacles and opportunities encountered by those trying to address the problem(s). Those attempting to address the problem may include, but are not limited to, governments and/or their agencies, individuals, private groups, etc.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis:	• According to the chart, what is the reason for _____?
• Cause-and-effect relationships (natural disaster preparation, response, and recovery, etc.)	• How is _____ an example of _____? What evidence do you have for your response?
• Geopolitical conflict and challenges (Sahel, drinking water in Africa, the Middle East, etc.)	• (Teacher provides a list of current geopolitical conflicts/issues, as well as a myriad of sources for students to use.) Choose a conflict. Analyze the obstacles and opportunities encountered by a person or group trying to address the problem. Cite evidence to support your response.
• Population dynamics (population density in urban India, China, etc.)	
• Resource management and conservation (oil exploration, transportation, and use, etc.)	
• Sociocultural issues (religious conflict, immigration, migration, etc.)	
Partner this with world or American history topics as appropriate.	

Stimulus Materials	
Current event materials in print and/or electronic format such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.	

Government Systems and Principles

Geography (Grades 6-8): Priority Standard		6-8.GEO.1.GS.A
Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.	
Strand **MLS**	**Government Systems and Principles** Using a geographic lens, analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.	

Expectation Unwrapped	DOK Ceiling – 3
The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, considering a geographic perspective, the student will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis: • Cause-and-effect relationships (natural disaster preparation, response, and recovery, etc.) • Geopolitical conflict and challenges (utilizing international waters, conflicting government authorities, specific issues such as Middle East conflicts, etc.) • Population dynamics (population density in urban India or China, rural/urban development and management, etc.) • Resource management and conservation (oil exploration/transportation/use, environmental monitoring and regulations, etc.) • Sociocultural issues (religious conflict, immigration, migration, etc.) Partner this with world or American history topics as appropriate.	• Which statement accurately distinguishes a law from a policy? • Which is an example of a law? • Which is an example of a policy? • Given _____ issue, which law seeks to effectively address the problem? • Based on the text, describe a law or policy that exists to address the _____ issue. Cite evidence to support your response. • Analyze the difference between groups and society. What evidence do you have to support your analysis?
Stimulus Materials Print and/or electronic format materials such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.	

Revised: July 2022

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.GS.B

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
	• Develop compelling questions and research geography.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counterclaims to address their questions.
	• Take informed action based on their learning.
Strand	**Government Systems and Principles**
MLS	Analyze current human environmental issues using relevant geographic sources to propose solutions.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will define human-environment interaction. Using teacher-provided prompts, the student will identify at least two current issues to analyze. The student will investigate the selected issues and list probable causes for each issue. Using relevant geographic sources, the student will draw conclusions and propose feasible solutions that are grounded in evidence.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis, including: • Cause-and-effect relationships (natural disaster preparation, response, and recovery, etc.) • Geopolitical conflict and challenges (utilizing international waters, conflicting government authorities, etc.) • Population dynamics (population density in urban India, China, rural/urban development and management, etc.) • Resource management and conservation (oil exploration/transportation/use, environmental monitoring and regulations, etc.) • Sociocultural issues (religious conflict, immigration, migration, etc.) Partner this with world or American history topics as appropriate.	• Which is an example of human-environment interaction? • Which resources might help you investigate an issue of human-environment interaction? • (Teacher provides options of current issues for students.) Select an issue. Investigate the issue and share a probable cause of it, citing evidence to support your response. • (Teacher provides options of current issues for students.) Based on your issue of choice, propose a feasible solution that is grounded in evidence from the texts.
Stimulus Materials	
Current-event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.	

Geographical Study

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.G.A

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.
Strand **MLS**	**Geographical Study** Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and differentiate purpose(s) among maps, graphs, statistics, and geo-spatial technology. The student will also define and differentiate between spatial patterns and trends. The student will create and use maps, graphs, statistics, and geo-spatial technology to determine and assess emerging patterns and/or trends over time. The student will use the identified patterns and/or trends to explain the relationship/topic of study.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis, including: • Instructional considerations including examining the different tools of social science inquiry (maps, graphs, statistics, and geo-spatial technology), and their various applications, and making decisions as to when one tool might be more appropriate than another. • Interdependency issues (e.g., bison, early North American people, settlers, early migrations in various world regions, river valley flooding, etc.) • Migrations, colonization, and/or settlement such as river valley civilizations (Missouri River Valley, Tigris-Euphrates Rivers, Nile River, Yellow River, Indus River Valley, etc.) • Natural (oil, natural gas, copper, timber, etc.) and human resources (labor, technology, intellectual property, infrastructure associated with various natural resources, etc.) • Weather phenomena Partner this with world or American history topics as appropriate.	• Which tool would help you understand patterns related to _____? • Which statement accurately distinguishes spatial patterns from trends? • (Teacher provides options for specific geographic relationships and/or topics of study.) Choose a (geographic relationship or topic of study). Use maps or other appropriate geographic tools to explain patterns or trends related to your example. What evidence do you have to support your response?

Stimulus Materials	
Current-event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as geo-spatial technology (e.g., Google Earth), maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.G.B

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.
Strand	**Geographical Study**
MLS	Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.

Expectation Unwrapped	**DOK Ceiling – 4**
The student will define and differentiate between physical characteristics and human characteristics. The student will also define region, identity, and culture. From a teacher-provided selection of current regions, the student will identify the physical and human characteristics of at least two regions. Given two different time periods, the student will describe cultural aspects of the regions. The student will utilize the listed characteristics to analyze the connection between changing regional identity and culture over the specified time period(s).	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis: • African colonization to the South American/Latin American/Caribbean colonization • Tigris-Euphrates Rivers, Nile River, Indus River Valley, and/or Yellow River compared to the Mississippi or Missouri River Valleys over a certain time period • Migratory habits and settlement patterns of cultural groups • Missouri River valley from Lewis and Clark to present day, compared to Westward Expansion trails Partner this with world or American history topics as appropriate.	• Which is an example of geographic physical characteristics? • Which is an example of geographic human characteristics? • (Teacher provides a list of regions.) Select a region. Identify at least one physical and one human characteristic of the region and explain how these contributed to the region's culture. What did you figure out about culture and identity from this analysis?
Stimulus Materials Printed and electronic maps, graphs, timelines, and charts that include data such as demographics, topography, politics, census, migration patterns, belief systems, etc., as well as other primary (e.g., The Material World online image database) and secondary sources.	

Economic Concepts

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.EC.A

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.
Strand	**Economic Concepts**
MLS	Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

Expectation Unwrapped	DOK Ceiling – 3
The student will define cost, benefits, opportunity cost, and fiscal as they apply to economic decision-making. Through a geographic perspective, the student will then identify at least two economic decisions and critique those decisions based upon the positive and negative implications for contemporary society.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis, including: • Disaster and relief preparedness, response, and recovery (choices to use federal aid, rebuild, etc.) • Environmental issues and related regulations, taxes, tariffs, etc. • Fiscal policy of government agencies • Demographic/socioeconomic buying power (tweens, singles, single-parent families, young families, senior citizens, etc.) Partner this with world or American history topics as appropriate.	• Which is an example of an opportunity cost? • In which situation might a government agency provide economic assistance? • (Teacher provides options for a cost-benefit analysis or open student choice related to a geographic topic, such as disaster relief.) Conduct a cost-benefit analysis regarding _____. Cite evidence from the texts to support your response.
Stimulus Materials	
Current-event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government websites and documents, speeches, and/or oral histories.	

People, Groups, and Cultures

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.PC.A

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.
Strand	**People, Groups, and Cultures**
MLS	Analyze material culture to explain a people's perspective and use of place.

Expectation Unwrapped	**DOK Ceiling – 3**
The student will define and describe material culture, place, and perspective. Then, the student will investigate an example of material culture to interpret a people's point of view. The student will construct an understanding of place for that geographic area. From this, the student will draw conclusions about material culture as it relates to human and physical characteristics.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Material culture (housing, resources, weapons, animals, tools, use of wildlife, travel, trade, belief systems, art, music, writings, etc.) of • Regional/cultural groups such as Native American peoples, Bedouins, Mongols, Appalachian Mountain groups, etc. • Migrant workers such as agricultural/oil industry/construction workers, etc. • Emerging and developed nations • Cultural/religious/political centers Partner this with world or American history topics as appropriate.	• What is the perspective of the people in the passage? Cite the evidence that supports your response. • How do human and physical characteristics contribute to the concept of material culture? Cite evidence to support your response. • Describe the concept of place as it relates to _____. Use examples of material culture to support your response.
Stimulus Materials Current-event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Priority Standard	6-8.GEO.1.PC.B

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
	• Develop compelling questions and research geography.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counterclaims to address their questions.
	• Take informed action based on their learning.
Strand	**People, Groups, and Cultures**
MLS	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and differentiate between physical and human characteristics. The student will also define and differentiate between human identities and culture. From teacher-provided regions, the student will select and investigate at least two regions. The student will examine the physical and human characteristics of the selected regions. Then, after the identification of the physical and human characteristics, the student will interpret and summarize how these are related to the human identities and/or culture(s) of each region.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:	• Which example distinguishes physical characteristics from human characteristics?
• Consider comparing and contrasting the concepts of human identities and culture.	• Culture can be defined as… and an example of this would be…
• National/regional identity (living in India but not self-identified with the Hindu culture, etc.)	• (Teacher provides region options) Select a region. Investigate the physical and human characteristics and explain how they relate to the identity and culture of that region. What evidence do you have to support your thinking?
• Cultural/religious/political/linguistic/ethnic groups and/or identities	
• Specific examples of identity and culture (e.g., dress, food, housing, language, traditions, etc.)	
Partner this with world or American history topics as appropriate.	

Stimulus Materials	
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.	

	Geography (Grades 6-8): Priority Standard	6-8.GEO.1.PC.C
Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.	
Strand	**People, Groups, and Cultures**	
MLS	Compare and contrast the human characteristics within and among contemporary and historic regions over time.	

Expectation Unwrapped	**DOK Ceiling** – 3
The student will define and describe human characteristics, contemporary regions, and historic regions. From teacher-provided options, the student will investigate at least two regions (one historic and one contemporary). The student will focus on two distinct time periods for the investigation. The student will compare and contrast the human characteristics within and across each region over the specified time.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Historic regions: Middle East, Holy Land, Indus River Valley, Tigris-Euphrates Rivers, Cahokia Mounds, Yellow River Valley, Italian peninsula, Nile River, etc. • Contemporary regions: Silicon Valley, Sun Belt, European Union, self-identified states/groups/people, etc. • Partner this with world or American history topics as appropriate. Instructional Consideration: The teacher could select one region and have students examine it from both a historical and a contemporary perspective, instead of two different regions. An example of this could be the metropolitan St. Louis, Missouri, Kansas City, Missouri, or Jefferson City, Missouri areas today compared/contrasted with the same region during the Lewis and Clark era.	**Sample Stems** • Based on the information about ____, this ____ most likely represents which of the following ____? • What is a similarity between ____ and ____? • What is a difference between ____ and ____? • Choose a region. Analyze the region from both a historical and contemporary perspective. What has changed? What has stayed the same? Provide evidence from the texts and what you have learned in this unit to support your response.
Stimulus Materials Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8) Content Standards
History: Continuity and Change

Geography (Grades 6-8): Content Standard	6-8.GEO.2.CC.A
Theme **Strand** **MLS**	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions. **History: Continuity and Change** Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and describe historical events, trends, and human characteristics of place. From teacher-provided options, the student will investigate how historical events, trends, and human characteristics of place affected regional changes. The student will compare and contrast historical events, trends, and human characteristics within and/or across regions. Then, the student will summarize how these factors led to regional change over time.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Colonialism in Africa, South America, North America, etc. • Industrialization (Rust Belt, Great Britain, China, etc.) • Civil rights issues (America, Haiti, Poland, etc.) • Isolationism (Japanese, American, Turkey, Armenia, etc.) • Middle East conflicts • Economics (2008 recession, COVID-19, Reconstruction, Industrialization, The Golden Age, etc.) Partner this with world or American history topics as appropriate.	• According to the text, what is the reason for _____? • What evidence supports _____? • (Teacher can provide options for historical events.) Select two historical events. Compare and contrast the events and summarize how these events led to change over time in the region. What evidence do you have to support your response?

Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.CC.B

Theme	**World Geography and Cultures**
	The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**History: Continuity and Change**
MLS	Explain how forces of nature impact historic and current conflicts and cooperation.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and describe the term forces of nature. The student will review the concepts of conflict and cooperation. From teacher-provided options, the student will research and find different examples of nature impacting people in specific locations. Then, the student will identify patterns of conflict and cooperation in the context of the natural event(s). Next, the student will examine cause(s) and effect(s) of the forces of nature to predict conflict and/or cooperation. Finally, the student will summarize the cause(s) and/or effect(s) of conflict and/or cooperation.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Natural disasters, weather patterns, and extremes (hurricane, flood, fire, tornado, tsunami, drought, etc.) • Significant events (climbing Mt. Everest, bison hunting seasons, whale migration, fur trade, exploration, migration patterns of people and/or animals, etc.) • The Sahel, seasonal flooding in river valleys, monsoon season in southeast Asia, etc. Partner this with world or American history topics as appropriate.	• Which is an example of a natural disaster? • Which is an example of a human response to a natural disaster? • According to the text, what is the reason for _____ (flooding, migration patterns, etc.)? • (Teacher provides examples of natural disasters and/or ways in which nature has affected people in specific locations.) Choose a natural disaster. Summarize the human response to this event. Provide examples of conflict and cooperation that resulted, citing specific examples to support your explanation.
Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.CC.C

Theme	**World Geography and Cultures**
	The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**History: Continuity and Change**
MLS	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Expectation Unwrapped	DOK Ceiling – 3
The student will determine elements of human settlement activities. With teacher-provided options, the student will investigate at least two places and two regions. Then, the student will differentiate between physical and human characteristics of the places and regions, noting what changed and what stayed the same after settlement. The student will cite evidence of each identified change to the environment and culture. Finally, the student will draw conclusions about the effect of the human settlement activities on the physical and human characteristics of the places and regions.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis, including: • River valley civilizations (Mesopotamia, Egypt, Indus, Yellow, Missouri, Columbia, Mekong, etc.) • Population centers (Rome, Tokyo, Beijing, Mexico City, Kansas City, etc.) • Migration and/or colonization (Africa, America, Huguenots, Amish, ex-pats, etc.) • Trade and industry (East Coast industrial areas, Panama/Suez Canal, Silk Road, St. Lawrence Seaway, etc.) • Technological advancements (printing press, cotton gin, Internet, etc.) • Cultural/religious centers (Jerusalem, Mecca, Salt Lake City, etc.) Partner this with world or American history topics as appropriate.	• What accounts for the change illustrated in this text? • What effect did colonization have on this location? • What effect did trade have on this location? • How did human settlement affect the (name a river valley or other geographic location)? Include an example of a physical characteristic and a human characteristic. Cite evidence to support your response.
Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.CC.D

Theme	**World Geography and Cultures**
	The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**History: Continuity and Change**
MLS	Debate the development of and issues surrounding modern border disputes.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and explain the terms issues, modern, border, and disputes. From teacher-provided options, the student will investigate at least two examples of modern border disputes. Then, the student will compare and contrast multiple perspectives (within and outside of the conflict) the conflict. The student will make inferences as to how and why conflict developed and identify its key issue(s). Finally, the student will cite evidence to develop an argument for one side of the conflict to present and defend.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Political boundaries (Israel-Palestine, Russia-Crimea, USA-Mexico, etc.) • Indigenous lands (colonial settlement era, modern-day issues, reservations, etc.) • Environmental issues (oil/natural gas pipelines, drilling/refinery locations, Keystone Pipeline, etc.) • Resources, trade, and development Partner this with world or American history topics as appropriate.	• What could be a reason for a border dispute? • Which perspective is represented in the text? Cite evidence to support your response. • What would the author of this text likely conclude? Cite evidence to support your response. • (Teacher provides examples of modern border disputes. Student can choose a side, or the teacher can assign a side.) Research a side of the border conflict. Based on your findings, make a claim about the dispute. Cite evidence to support your claim.

Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Governmental Systems and Principles

Geography (Grades 6-8): Content Standard	6-8.GEO.2.GS.A

Theme	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**Governmental Systems and Principles**
MLS	Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and distinguish between laws and governmental systems. In addition, the student will define and distinguish among individuals, groups, and institutions. From teacher-provided options, the student will select and investigate a governmental system. From teacher-provided options, the student will then investigate that governmental system in a specific location. Using this location, the student will determine the human characteristics (laws) and physical characteristics (geography). Finally, citing evidence, the student will identify the effects of laws and governmental systems on individuals, groups, and institutions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Government systems (democracy, republic, types of autocracy [monarchy, tyranny, etc.], theocracy, communism, etc.) • Apartheid, free speech, places of worship, etc. • Institutions: education, family, culture/religion, economic systems, etc. • Groups: cultural, political, ethnic, racial, etc. • Individuals: examples may vary. Partner this with world or American history topics as appropriate.	• Which statement accurately explains the relationship between governmental systems and laws? • Based on the information in the text, how do you think the government system affects individuals? Cite evidence from the text to support your response. • (Teacher provides options of governmental systems and/or specific locations.) Choose a (governmental system or location). Describe at least one human and one physical characteristic of your location. How are these characteristics affected by the government system? What would be a valid alternative argument? Cite evidence to support your thinking.
Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.GS.B

Theme	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**Governmental Systems and Principles (Geography prior to c. 1450)**
MLS	Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and explain the geographic concept of place (physical and human characteristics of a location). From teacher-provided options, the student will investigate a location, noting physical (geography) and human characteristics (laws). Next, the student will identify effects of at least two unique laws that arise from the physical characteristics of the place, and vice versa. Finally, the student will draw conclusions about the correlation between laws and place.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Mack's Creek, MO (traffic laws and revenue limitations) • Middle East (Hammurabi's Code, Ten Commandments, Hadiths) • South Asia (Vedas, Four Noble Truths) • Indigenous lands • Political boundaries • Environmental issues • Resources, trade, and development Partner this with world or American history topics as appropriate.	• Based on the law, what is likely valued by this community? • Based on the law, what can be concluded about the geography of this place? • Describe the physical and human characteristics of your location. Choose two laws and use evidence to explain how they reflect the geography. What can you conclude based on this information? What evidence from the texts supports your thinking? (Teacher provides location options.)

Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geographical Study

Geography (Grades 6-8): Content Standard	6-8.GEO.1.G.C

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
	• Develop compelling questions and research geography.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counterclaims to address their questions.
	• Take informed action based on their learning.
Strand	**Geographical Study**
MLS	Locate the states of the United States and corresponding regions.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and differentiate between state and region. The student will identify the 50 states on a map. The student will also identify various regions in the United States and/or within a single state. With teacher support, the student will explore what constitutes regional identities.	**Item Format**
	Selected Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, and/or national areas:	• Which statement accurately distinguishes a state from a region?
• Consider the interpretations of various "regional" constructs. A state may be categorized into different and/or multiple regions, depending on the source.	• Which state is included in the _____ region of the United States?
• 50 states	• Choose a region in the United States. Explain its regional identity. Cite at least two pieces of evidence to support your response.
• Various regions of the United States (e.g., Southeast, Northeast, Midwest, Southwest, Northwest, Appalachians, Ozarks, Piedmont, the Pacific Coast, the Great Plains, etc.)	
• Various regions of a given state, such as Missouri (Ozarks, Plains, river valley, glacial plain, etc.)	
Partner this with American history topics as appropriate.	

Stimulus Materials	
Printed and/or electronic maps, graphs, and charts that include data such as demographics and topography, eyewitness accounts, personal artifacts such as diaries, quotes, news and media clips, speeches, as well as other primary and secondary sources.	

Geography (Grades 6-8): Content Standard	6-8.GEO.1.G.D

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning.
Strand	**Geographical Study**
MLS	Locate cities of Missouri, the United States, and the world.

Expectation Unwrapped	**DOK Ceiling** – 2
The student will define city and identify major cities of Missouri, the United States, and the world. The student will also classify cities by their significance and identify what constitutes a "major" city.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Major cities may include, but are not limited to, those that are: • Archaeological/historical locations • Capitals • Changing demographic areas • Cultural/belief centers • Migratory centers • Trade, distribution, and shipping centers • Various industry foci Partner this with world or American history topics as appropriate.	• Which of the following would be considered a major historical city? • Which of the following would be considered a major cultural city? • What makes a city "major" versus just a city? Support your response with evidence from (the text and/or what you have learned in this unit).
Stimulus Materials	
Printed and electronic maps, graphs, and charts that include data such as demographics and topography, as well as other primary and secondary sources.	

Geography (Grades 6-8): Content Standard	6-8.GEO.1.G.E

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
	• Develop compelling questions and research geography.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counterclaims to address their questions.
	• Take informed action based on their learning.
Strand	**Geographical Study**
MLS	Locate the major nations of the world.

Expectation Unwrapped	DOK Ceiling – 2
The student will define nation and identify major nations of the world. The student will also classify nations by their significance and identify what constitutes a "major" nation.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Major nations may include, but are not limited to, those that are: • Archaeological/historical locations • Regions • Changing demographic areas • Cultural/belief centers • Migratory centers • Trade, distribution, and shipping centers • Various industry foci Partner this with world or American history topics as appropriate.	• Which of the following is a nation? • Which of the following characteristics describes a "major" nation? • (Teacher may provide a list of nations or let students choose without a list.) Choose a past or present nation. Would this nation be considered a "major" nation? Why or why not? Use evidence to support your response.
Stimulus Materials	
Printed and electronic maps, graphs, and charts that include data such as demographics and topography, as well as other primary and secondary sources.	

Geography (Grades 6-8): Content Standard	6-8.GEO.1.G.F

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
	• Develop compelling questions and research geography.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counterclaims to address their questions.
	• Take informed action based on their learning.
Strand	**Geographical Study**
MLS	Locate the major landforms of the world.

Expectation Unwrapped	DOK Ceiling – 2
The student will define landform and identify major landforms of the world. The student will also classify landforms by their significance and identify what constitutes a "major" landform.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Major landforms could include, but are not limited to, those that are:	• Use the map to identify the major landforms of the world.
• Archaeologically/historically significant locations	• What are the benefits of living in/on ____?
• Culturally significant	• What are the challenges of living in/on ____?
• Environmentally significant	• By which major landform would a group of people most likely settle? Use what you have learned in this unit and textual evidence to support your response.
• Part of migratory/settlement patterns	
• Known for natural-resource availability, use, and/or conservation	
• Regions	
Partner this with world or American history topics as appropriate.	

Stimulus Materials
Printed and electronic maps, graphs, and charts, GIS databases, as well as other primary and secondary sources.

Geography (Grades 6-8): Content Standard		6-8.GEO.2.G.A
Theme	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.	
Strand	**Geographical Study**	
MLS	Describe how physical processes shape the environment of a place.	

Expectation Unwrapped	DOK Ceiling – 3
The student will define and describe physical processes within the context of geo-sciences. The student will define and explain the geographic concept of place (physical and human characteristics of a location). With teacher-provided options, the student will select and investigate a location to study. The student will research how the physical and human characteristics of that location have changed over time. Next, the student will draw conclusions about how physical processes influenced the human activities of that location. Finally, the student will summarize how the environment of a place is affected by its physical processes.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis, including: • Hoover Dam or similar locations • Ancient river valley civilizations • Dust Bowl • Arctic locations • Missouri/Mississippi River valleys • Coastal lands • Ring of Fire Partner this with world or American history topics as appropriate.	• Based on the image, what is the purpose of _____? (Fill in with manmade items such as a dam) • What physical process does the image represent? (Teacher can provide options.) • Choose a location. Investigate how the physical and human characteristics of this location have changed over time. How did these changes influence human activities? Use evidence to support your response.

Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories, seismographs, and other related data	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.G.B

Theme	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**Geographical Study**
MLS	Describe a variety of ecosystems, and explain where they may be found.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will define ecosystem. From teacher-selected options, the student will investigate different kinds of ecosystems and identify their locations on a map. The student will cite evidence supporting the selected locations by identifying and illustrating characteristics specific to each ecosystem.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Rainforests (Amazon, Hoh, Indonesian, etc.) • Deserts (Atacama, Sahara, Gobi, Kalahari, etc.) • Historical trails (Santa Fe, Oregon, Mormon, Silk Road, etc.) • Unique ecosystems such as Galapagos Islands, Yemen islands, Madagascar, etc. Partner this with world or American history topics as appropriate.	• Which is an example of an ecosystem? • What might be a challenge for people living in a _____ ecosystem? • (Teacher may provide options.) Select two ecosystems to investigate. Identify the ecosystems on a map and describe each one. What makes each one unique? What is a similarity between the two? Support your reasoning with evidence from the texts
Stimulus Materials Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories, seismographs, and other related data.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.G.C

Theme	**World Geography and Cultures**
	The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**Geographical Study**
MLS	Explain how human-environmental interactions shape people and places.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and explain the geographic concept of place (physical and human characteristics of a location). The student will also define human-environment interactions. From a list of options, the student will explore a location. Within the context of this location, the student will examine how people may have shaped the environment, and vice versa. Citing evidence, the student will summarize the human-environment interaction for that location.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: - Military conflicts (Mexican-American, Iraq, Civil War, Vietnam, American Revolution, Persian, etc.) - Resource development, extraction, and/or conservation (farming, national parks, oil/natural gas industry, etc.) - Historical significance (Trail of Tears, building pyramids/monuments, Transcontinental Railroad, Hoover Dam, Silk Road, ancient civilizations, cities, etc.) - Infrastructure projects (I-70 or other interstate corridors, river shipping lanes, canals, etc.) Partner this with world or American history topics as appropriate.	- Which description represents the concept of place? - Which is an example of human-environment interaction? (Teacher may provide options.) How did people shape this location? How did the environment shape the people? Use evidence from the texts to support your response.

Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories, seismographs, and other related data.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.G.D

Theme	**World Geography and Cultures**
	The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**Geographical Study**
MLS	Explain how the movement of people, goods, and ideas impact world regions.

Expectation Unwrapped	DOK Ceiling – 3
The student will define region. From teacher-provided options, the student will select at least two world regions. Within the selected regions, the student will identify an example of a group of people. Next, the student will cite evidence of the exchange of goods and ideas as the group migrates to a new region. This may include the dispersal and/or adoption of cultural characteristics (e.g., cultural diffusion) and/or loss of cultural identity. It also may include voids/benefits created by the movement of the group. The student will make inferences as to the effects of this group's movement into and/or from the selected regions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Forced and voluntary migrations (Jewish Diaspora, Trail of Tears, Eastern Europeans at the turn of the 20th Century, Indo-European movement into northern India, natural disasters, etc.) • Colonialism and imperialism • Historical trails (Silk Road, Westward Expansion, etc.) • Refugee movement Partner this with world or American history topics as appropriate. Focus of inquiry could include architecture, language, belief systems, government, the arts, family structure, food, tools, technological advancements, etc.	• Which is an example of cultural diffusion? • Which is an example of losing cultural identity? • Explain how the Trail of Tears affected different U.S. regions. Think about where the Cherokee lived originally and where they were forced to settle. What evidence from the texts supports your response? • Investigate a refugee story. How does this story reflect the movement of people, goods, and ideas? Cite evidence to support your response.

Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Revised: July 2022

Economic Concepts

Geography (Grades 6-8): Content Standard	6-8.GEO.2.EC.A

Theme	**World Geography and Cultures**
	The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**Economic Concepts**
MLS	Analyze resource availability to explain its causes and impacts on conflict or cooperation.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify and then define a variety of resources (natural, human, intellectual, etc.). The student will select a resource of focus. Next, the student will determine who has, or had, access to that selected resource. The student will analyze whether access (or lack thereof) caused conflict and/or cooperation. This analysis will include specific examples of conflict and/or cooperation in obtaining and/or using the selected resource.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Columbian Exchange • Colonization and imperialism • The Sahel region • Regional resources that have led to trade agreements and/or embargoes (e.g., timber, coal, oil, pharmaceuticals, etc.) • Voluntary and/or involuntary migrations (e.g., migrant workers, slave trade, human trafficking, etc.) Partner this with world or American history topics as appropriate.	• Which is an example of a/an (natural, human, intellectual) resource? • Would the following scenario likely contribute to conflict or cooperation? Explain your reasoning and cite evidence to support it. • Use the texts to analyze how resources (in The Sahel region/during the Columbian Exchange/during colonization/during imperialism) have contributed to conflict or

Stimulus Materials
Current and historical event materials in print and/or electronic format such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.

		cooperation. Cite evidence to support your response.
Geography (Grades 6-8): Content Standard		**6-8.GEO.2.EC.B**

Theme **Strand** **MLS**	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions. **Economic Concepts** Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will define resource and distribution. The student will examine a variety of maps, charts, and graphs depicting human and/or natural resources. The information in the visuals may include where resources are located, created, and/or extracted, etc. Citing evidence from the stimuli, the student will identify patterns of resource distribution. Next, the student will define economic decisions and differentiate between personal and public decisions. Then, the student will select a single resource. Using the selected resource, the student will identify and then draw conclusions as to how a personal and a public economic decision are connected to the distribution of that resource.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Personal may include individual and/or group(s). • Public may include institutional, community, regional, and/or broader entity. • Economic focus could include boycott, embargo, taxation, trade agreements, tariffs, specific product and/or industry, etc. • Colonization and/or imperialism • Enlightenment, Renaissance, and/or other philosophical time periods • Historical and/or current conflicts (Persian Wars, the Crusades, "Buy Local" movement, etc.) Partner this with world or American history topics as appropriate.	• Which of the following is an example of a public economic decision? • What is an example of a/an (boycott, embargo)? • Analyze how a "Buy Local" movement reflects personal and public economic decisions. Cite evidence to support your response.
Stimulus Materials	
Current and historical event materials in print and/or electronic format such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.EC.C

Theme	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**Economic Concepts**
MLS	Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will define place and region. The student will also define at least two economic concepts (e.g., GDP, scarcity, inflation), which are some of the human characteristics for a location. With teacher support, the student will select two locations to describe and compare the human characteristics. Using the two defined economic terms, the student will examine an issue/area of focus of a location. Using the data from the two locations, the student will create a comparison statement for each economic concept. The student will repeat this process for two regions (Teacher choice: use the same economic concept for each region or chose two different ones).	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Economic concepts: GDP, GNP, scarcity, inflation, deflation, supply and demand, shortage, etc. • A place is defined by its physical and human characteristics (e.g., the cognitive perception of the Sahara Desert [hot, sandy, arid, etc.] vs. Antarctica [cold, icy, windy, etc.]). • A region is defined by its unifying human or physical characteristics and may be formal, functional, or vernacular/perceptual. For example, the Middle East is a recognized perceptual region but one would not find its boundaries formally labeled on a map. • Places and regions may include, but are not limited to: Middle East, Great Plains, Rust Belt, Silicon Valley, Andes Mountains, South Korea, China, Europe, etc. Partner this with world or American history topics as appropriate.	• Which statement explains the relationship between supply and demand? • Based on the data, what economic concept is represented? • Use the charts and graphs to compare and contrast two regions using (choose economic concepts). Based on the data, explain what this comparison means. (Teacher may provide location and/or economic concepts.)
Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.EC.D

Theme	**World Geography and Cultures**
	The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**Economic Concepts**
MLS	Analyze economic systems to explain their impact on peoples' behavior and choices.

Expectation Unwrapped	DOK Ceiling – 3
The student will define the term economic system and identify examples from two different systems (e.g., capitalism, mixed, barter/traditional, and/or command). The student will select at least two different systems and research them to determine characteristics, pros, and cons of each. The student will cite evidence that correlates the effect of each economic system on consumers' choices. Finally, the student will select a good (e.g., a loaf of bread) or service (e.g., getting a haircut) and summarize the limits and opportunities of consumer choices and resulting behaviors within two different economic systems.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Consumers' behaviors: spending, saving, investing, etc. • Consumers' choices may be influenced by competition, supply and demand, needs vs. wants, goods, services, etc. • Context: mercantilism, socialism, communism, trade partners, etc. • Industrialization/Information Age • Standardized weights, measures, and money systems (e.g., Qin Dynasty, Roman Empire, etc.) Partner this with world or American history topics as appropriate.	• Which economic system is represented in the scenario? Use evidence to explain your response. • What economic choice is presented in the scenario? • (Teacher may provide goods options.) • Select a "good" and summarize the limits and opportunities of consumer choices of that good in at least two different economic systems. Use evidence to explain your response.
Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

People, Groups, and Cultures

Geography (Grades 6-8): Content Standard	6-8.GEO.2.PC.A

Theme	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand **MLS**	**People, Groups, and Cultures** Compare and contrast the human characteristics within and among regions.

Expectation Unwrapped	**DOK Ceiling** – 2
The student will define human characteristics and region. From teacher-provided options, the student will investigate at least two regions to reveal the human characteristics of each region. Then, the student will compare and contrast the identified human characteristics within and among the multiple regions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Various world formal, functional, and/or perceptual regions: Middle East, Southeast Asia, Sahel, Latin America, etc. • Various U.S. formal, functional, and/or perceptual regions: the U.S. as a region, any U.S. state as a region, Southeast, Southwest, Rust Belt, Sun Belt, etc. Partner this with world or American history topics as appropriate.	**Sample Stems** • Which is an example of a geographic human characteristic? • Which is an example of a region? • In your own words, describe what the term region means. What is an example of a region? (Teacher may provide options.) • Select two regions and investigate the human characteristics of each. Based on your findings, compare and contrast the two regions. How did your investigation help you better understand the people and culture of these regions? (Teacher may provide options.)
Stimulus Materials Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.PC.B

Theme	**World Geography and Cultures**
	The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**People, Groups, and Cultures**
MLS	Explain how groups and institutions of a place develop to meet peoples' needs.

Expectation Unwrapped	**DOK Ceiling – 3**
The student will define groups, institutions, place, and needs. The student will investigate and identify basic human needs (food, water, shelter, and clothing) and their secondary needs (security, love, and belonging). The student will differentiate between groups and institutions. With teacher-provided location options, the student will investigate physical and human characteristics, as well as how various groups and institutions utilized them. The student will hypothesize how groups and institutions each developed to meet a specific need.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Ancient and modern slavery • Institutions: government, education, family, etc. • Gangs, homeless people, immigrants, orphans, and/or disenfranchised groups (Gangs of New York, Orphan Trains, Hull House, Irish immigrants, Chinese rail workers, refugee camps, etc.) • Political affiliations, advocacy groups, and/or charitable/nonprofit groups (Populists, Catholic Relief Organization, Irish Republican Army, UNICEF, etc.) Partner this with world or American history topics as appropriate.	• Which is an example of basic human needs? Which is an example of secondary human needs? • (Teacher may provide location, group, and/or institution options.) Choose a group or institution from the list provided. Investigate the history of the groups or institution's development, explaining the need it was meeting and how it met the needs. Cite evidence from sources to support your response.
Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard		6-8.GEO.2.PC.C
Theme	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.	
Strand MLS	**People, Groups, and Cultures** Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions.	

Expectation Unwrapped	**DOK Ceiling** – 3
The student will define and describe the terms physical environment and cultural traditions. From a teacher-provided stimulus, the student will select a physical environment and use a graphic organizer to identify its characteristics. From the same physical environment, the student will explore an associated culture and identify rituals, events, and/or customs (cultural traditions) of the people. Next, the student will define and explain individuals, groups, and institutions. The student will hypothesize how physical environments and cultural traditions are related. Finally, the student will select a physical feature and use a graphic organizer to chart possible benefits and challenges, focusing on the associated cultural traditions of individuals, groups, and institutions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Institutions: government, education, family, etc. • Groups: ethnic, political, cultural, regional, age, demographic, etc. • River valley civilizations (Mesopotamia, Egypt, Indus, Yellow, Amazon, etc.) • Other civilizations/groups past and present: Aztec, Inca, Mayan, religious groups (e.g., Quakers, Mormons, Punjab region, etc.) • Population removal/relocation (various Native American groups, African groups, refugees, etc.) • Historical empires (Alexander the Great, Roman Empire, Mayan, Chinese Dynasties, etc.) Partner this with world or American history topics as appropriate.	• Which is an example of basic human needs? Which is an example of secondary human needs? • (Teacher may provide location, group, and/or institution options.) • Choose a group or institution from the list provided. Investigate the history of the groups or institution's development, explaining the need it was meeting and how it met the needs. Cite evidence from sources to support your response.
Stimulus Materials Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.PC.D

Theme	**World Geography and Cultures**
	The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**People, Groups, and Cultures**
MLS	Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures.

Expectation Unwrapped	DOK Ceiling – 3
The student will define religion and belief systems. From teacher-provided options, the student will use examples to differentiate between religions and belief systems. Also from teacher-provided options, the student will select a location and identify its physical and the human characteristics (place). Next, the student will investigate associated belief system(s) and/or the resulting religion(s). The student will define and differentiate among the terms people, groups, and cultures. Using the selected location and with teacher assistance, the student will identify and categorize examples of some of its people, groups, and cultures. From these examples, the student will synthesize the possible connections between the impact of belief systems and/or religions upon people, groups, and cultures.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis: • Belief systems: reincarnation/afterlife, atheism, agnostic, philosophies (Confucianism, Legalism, etc.), indigenous belief systems, etc. • Religion: Judaism, Christianity, Islam, Buddhism, Hinduism, Jainism, etc. • People: man, woman, child, priest, pottery maker, etc. • Groups: military, social pyramid classes, specialized jobs, religious groups, political groups, etc. • Cultures: tribal, religious, ethnic, nationality, etc. • River valley civilizations (Mesopotamia, Egypt, Indus, Yellow, Amazon, Missouri, Columbia, etc.) • Historical empires (Alexander the Great, Roman Empire, Mayan, Chinese Dynasties, etc.) • Modern religious/ethnic/cultural identities Partner this with world or American history topics as appropriate.	• Correctly match the religion or belief system with its location of origin. • Correctly match the religion or belief system with its characteristics. • Choose a belief system or religion. Based on its location of origin, analyze how the physical and human characteristics are reflected in the culture of the belief system or religion. Cite evidence from the texts to support your thinking. (Teacher may provide options.)
Stimulus Materials	
Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.	

Geography (Grades 6-8): Content Standard	6-8.GEO.2.PC.E

Theme	**World Geography and Cultures** The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by "regions" several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.
Strand	**People, Groups, and Cultures**
MLS	Describe how a peoples' culture is expressed through their art, architecture and literature.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and explain the terms culture, art, architecture, and literature. From teacher-provided options, the student will select and examine a culture, focusing on its art, architecture, and literature. The student will select an example attributed to a culture's art, architecture, and/or literature for analysis. Citing evidence from the selected artifact, the student will then describe how the culture is expressed.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis, including: • Art of multiple mediums: music, sculpture, paintings, engravings, etc. • Native/indigenous cultures (Plains Indians, Aztec, Hawaiian, Cliff Dwellers, etc.) • Regional cultures (Ozarks, Middle East, Appalachian, etc.) • World cultures (Aztec, Aborigine, Mesopotamia, Congolese, religious groups, etc.) • Major time periods (Renaissance, Communist Soviet Union, Dark Ages, etc.) Partner this with world or American history topics as appropriate.	• Correctly match the artifact with its cultural origin. • Which statement correctly explains how artifacts reflect culture? • (Teacher may provide options of cultures.) Choose a culture. Using the text set, investigate its art, architecture, and literature. Choose one item and analyze how it reflects the culture. Cite evidence to support your analysis.

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories.